



## BELL'S CROSSING ELEMENTARY

804 Scuffletown Road  
Simpsonville, SC 29681

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	1,250 Students	
<b>Principal</b>	Barbara A. Barlow	864-355-3800
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Excellent	Good
2008	Good	Average
2007	Good	Average
2006	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

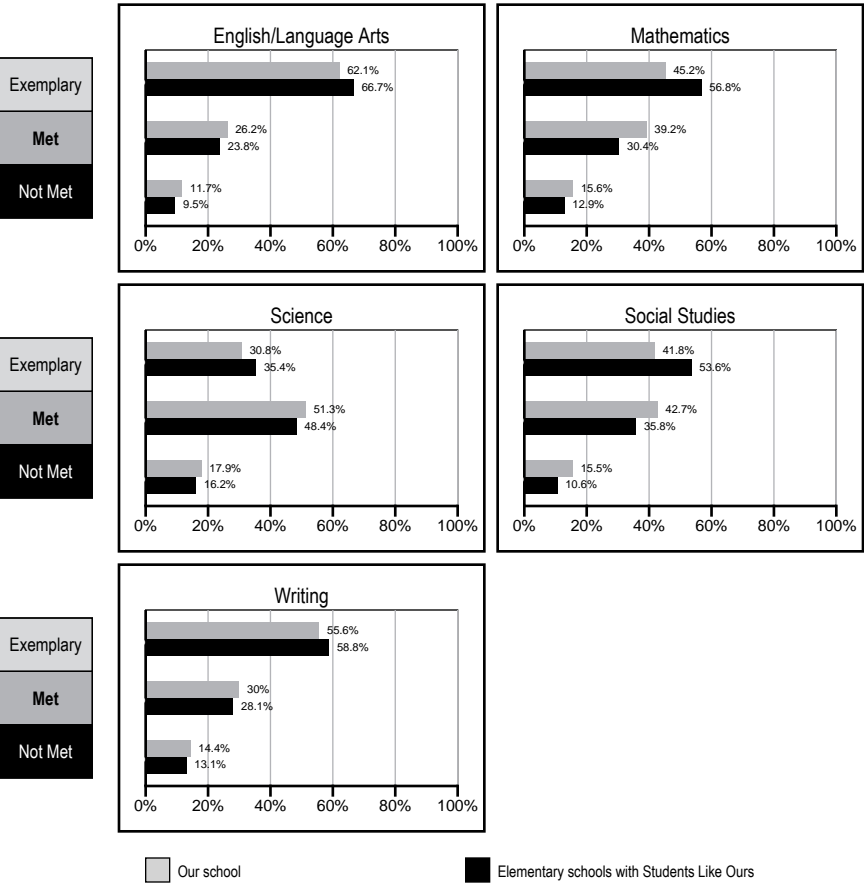
97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
14	1	0	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=1,250)</b>				
First graders who attended full-day kindergarten	97.0%	Down from 97.4%	99.2%	100.0%
Retention rate	0.4%	Down from 0.7%	0.3%	1.2%
Attendance rate	96.9%	Down from 97.0%	96.9%	96.1%
Eligible for gifted and talented	26.6%	Up from 22.8%	30.1%	11.7%
With disabilities other than speech	6.4%	Up from 6.2%	5.6%	8.0%
Older than usual for grade	0.1%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=66)</b>				
Teachers with advanced degrees	63.6%	Up from 62.1%	67.3%	60.5%
Continuing contract teachers	93.9%	Up from 81.8%	87.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.8%	Up from 84.7%	87.2%	87.0%
Teacher attendance rate	96.6%	Up from 96.0%	95.7%	95.4%
Average teacher salary*	\$47,434	Up 0.2%	\$50,174	\$47,288
Professional development days/teacher	7.8 days	Down from 10.7 days	8.7 days	10.5 days
<b>School</b>				
Principal's years at school	8.5	No Change	5.0	4.0
Student-teacher ratio in core subjects	23.8 to 1	Up from 22.3 to 1	20.0 to 1	19.2 to 1
Prime instructional time	93.4%	Up from 92.1%	93.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,398	Up 5.2%	\$6,867	\$7,548
Percent of expenditures for instruction**	71.1%	Up from 68.8%	68.9%	68.7%
Percent of expenditures for teacher salaries**	67.8%	Up from 64.9%	66.1%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Bell's Crossing is in its eighth year of implementing the Baldrige model, a data driven process for growth. The Baldrige model provides a framework incorporating the philosophy of total quality education management which consists of leadership, customer focus, systems thinking, and teamwork. All students maintain data notebooks to chart and graph their progress

We are proud of numerous areas in which we have grown this year. There are eleven NBCT teachers on staff and all teachers and paraprofessionals are Highly Qualified. Teachers participate in professional growth opportunities each year, present at conferences, and work collaboratively to ensure a consistency of learning across and within the grade levels. Community involvement and outreach continue to grow through family nights, parenting workshops, a new mentoring program, and a multitude of volunteer opportunities supported by over 900 volunteers in our PTA. Our parents coordinate the Accelerated Reader program; all parents attend conferences during the year and are involved in their child's education. Our school made AYP and earned an Absolute Rating of Excellent and a Growth Rating of Good, resulting in a Palmetto Gold Award. We are proud of the gains our students have made on standardized tests, attributable in part to our use of technology throughout the school. We have addressed improvements in math by offering morning tutorial sessions. This year we will use SIC school wide surveys to evaluate community needs such as meeting times for conferences. We offer early intervention programs in kindergarten and the first grade in the area of reading to close the gap as early as possible. Promethean boards have been installed in 99% of our classrooms this year.

All students are provided leadership opportunities through Student Council, Peer Tutors, Bell's Buddies and other in-house programs. Character education is taught throughout the school as the staff strives to educate the whole child and serve as role models for our students. Our Guidance Department received an Honorable Mention for the Schools of Character Award. Fine Arts education is promoted as all children have the opportunity to participate in at least one grade-level or school wide production throughout the year. The PTA and SIC provided a library for the Latino community for the third year in a row. One of our teachers was named a Top 10 Finalist for Greenville County Teacher of the Year for 2010-11 and another was recognized as the district Reading Teacher of the Year. The School Improvement Council is active, monitors the school goals, and serves as an advisory board with inputs on budgets and improvements. The SIC also serves as the Guidance Steering Committee.

We are continuing to ensure that our environment is supportive of learning with a positive school climate and discipline policy, keeping our facility as clean as possible. Other areas of opportunity for next year are to improve achievement for our FARMS and special education students. We will seek to provide more differentiation across the curriculum, and increase writing opportunities for staff as well as students. Our staff and students are seeking ways to "go green." We will strive to become more diverse in our curriculum integration as well as staffing.

Barbara A. Barlow, Principal  
Mrs. Rhonda Hunt, Mr. Michael Budd, SIC Co-Chairmen

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	170	105
Percent satisfied with learning environment	96.8%	94.7%	92.3%
Percent satisfied with social and physical environment	96.8%	91.1%	90.3%
Percent satisfied with school-home relations	100.0%	92.9%	90.3%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 23 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	632	99.8	11.7	26.2	62.1	92.8	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	339	99.7	13.4	25.2	61.4	90.6	81.3	80.1	N/A	N/A
Female	293	100	9.8	27.3	62.9	95.5	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	498	99.8	9.2	24.4	66.3	94.3	90	89.6	Yes	Yes
African American	64	100	31.7	40	28.3	81.7	73.4	74.6	Yes	Yes
Asian/Pacific Islander	27	100	11.1	11.1	77.8	88.9	94.3	92.7	I/S	I/S
Hispanic	36	100	11.8	38.2	50	94.1	78.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	88	100	38.6	33	28.4	73.9	53.3	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	36	100	12.5	25	62.5	92.5	78.7	79	Yes	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	109	100	29.7	28.7	41.6	85.1	76.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	632	99.8	15.6	39.2	45.2	91.1	82	80.4	Yes	Yes
<b>Gender</b>										
Male	339	99.7	15.5	37.7	46.8	90.9	80.5	78.4	N/A	N/A
Female	293	100	15.7	40.9	43.4	91.3	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	498	99.8	12.7	39	48.3	92.8	87.7	87.8	Yes	Yes
African American	64	100	38.3	41.7	20	81.7	68.4	69.3	Yes	Yes
Asian/Pacific Islander	27	100	7.4	37	55.6	92.6	94.9	93.5	I/S	I/S
Hispanic	36	100	20.6	41.2	38.2	82.4	78.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	88	100	51.1	30.7	18.2	65.9	46.1	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	36	100	20	37.5	42.5	85	79.2	78.9	Yes	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	109	100	34.7	43.6	21.8	80.2	72.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	431	100	18.1	51.2	30.7	81.9	70.6	67.3
Gender								
Male	226	100	19.5	46.6	33.9	80.5	70.1	66.9
Female	205	100	16.6	56.3	27.1	83.4	71.1	67.7
Racial/Ethnic Group								
White	337	100	14.3	50.2	35.6	85.7	80.2	79.6
African American	41	100	50	42.1	7.9	50	50.4	49.7
Asian/Pacific Islander	19	100	15.8	68.4	15.8	84.2	86.4	84.4
Hispanic	28	100	17.9	64.3	17.9	82.1	60.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	53	100	58.5	30.2	11.3	41.5	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	27	100	23.3	53.3	23.3	76.7	60.6	58.6
Socio-Economic Status								
Subsidized meals	66	100	38.3	48.3	13.3	61.7	57.1	55.4

Social Studies

All Students	428	100	15.5	42.9	41.7	84.5	73.2	70.9
Gender								
Male	244	100	14.6	38.5	46.9	85.4	72.8	70.1
Female	184	100	16.6	48.6	34.8	83.4	73.7	71.7
Racial/Ethnic Group								
White	339	100	14.2	41.9	44	85.8	79.8	79.2
African American	39	100	36.8	50	13.2	63.2	57.9	58.4
Asian/Pacific Islander	18	100	11.1	38.9	50	88.9	86.9	86.8
Hispanic	28	100	7.1	42.9	50	92.9	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	66	100	34.8	45.5	19.7	65.2	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	25	100	10	50	40	90	69	68
Socio-Economic Status								
Subsidized meals	76	100	34.7	47.2	18.1	65.3	61.6	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	631	99.5	14	30.1	55.9	86	74	72.1	96.9	96.2
Gender										
Male	338	99.4	17.4	33	49.5	82.6	67.2	65.2	96.8	96.2
Female	293	99.7	10.1	26.8	63.1	89.9	81.1	79.2	97.1	96.3
Racial/Ethnic Group										
White	497	99.4	11.8	28.7	59.6	88.2	81.6	80.8	96.9	96.1
African American	63	100	31.7	41.7	26.7	68.3	58.6	59.7	97.4	96.2
Asian/Pacific Islander	27	100	11.1	18.5	70.4	88.9	88.8	87	97.2	97.5
Hispanic	37	100	14.3	42.9	42.9	85.7	63.1	64.6	96.9	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.7	73.4	96.5	94.8
Disability Status										
Disabled	85	100	46.4	38.1	15.5	53.6	29.5	27.7	96.8	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	38	100	19	31	50	81	62.9	63.7	97.1	97
Socio-Economic Status										
Subsidized meals	109	99.1	25.5	39.2	35.3	74.5	61.1	61.9	95.9	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	231	100	13.3	24.3	62.4	86.7
	4	172	100	11.5	33.9	54.5	88.5
	5	184	100	9	38.2	52.8	91
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	225	100	11.8	15.9	72.3	88.2
	4	228	99.6	12.6	29.7	57.7	87.4
	5	179	100	10.4	34.7	54.9	89.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	231	100	15.1	38.5	46.3	84.9
	4	172	100	10.3	38.2	51.5	89.7
	5	184	100	15.2	41.6	43.3	84.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	225	100	15.5	37.3	47.3	84.5
	4	228	99.6	13.5	38.3	48.2	86.5
	5	179	100	18.5	42.8	38.7	81.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	113	100	20.6	51.4	28	79.4
	4	172	100	12.7	54.2	33.1	87.3
	5	94	100	15.2	66.3	18.5	84.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	113	100	23.6	38.2	38.2	76.4
	4	227	100	17	51.1	31.8	83
	5	91	100	13.8	67.8	18.4	86.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	118	99.2	11.7	46.8	41.4	88.3
	4	172	100	6.6	46.4	47	93.4
	5	90	100	19.5	47.1	33.3	80.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	112	100	16.2	42.3	41.4	83.8
	4	227	100	13.9	41.7	44.4	86.1
	5	89	100	18.6	46.5	34.9	81.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	230	100	15.9	17.3	66.8	84.1
	4	171	99.4	14.5	34.5	50.9	85.5
	5	184	99.5	17	36.4	46.6	83
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	225	99.1	14.7	28.9	56.4	85.3
	4	227	99.6	14.4	27.9	57.7	85.6
	5	179	100	12.6	34.5	52.9	87.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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